

January 22, 2001

To: Project Directors of Districts and Principals Operating SB 65 School-Based Pupil Motivation and Maintenance (M&M) Programs

From: Susan M. Bennett, Program Administrator  
Educational Options Office  
(916) 322-5015

Subject: **Competitive Pupil Motivation and Maintenance (M&M) Program Application for Fiscal Year 2001-2002**

Enclosed are the instructions and competitive application forms for the SB 65 School-Based Pupil Motivation and Maintenance (M&M) grant for fiscal year 2001-2002. Competitive schools applying for this funding are to return this application and accompanying support documents by May 15, 2001. Schools applying for funding for the first time must also complete the entire application, providing the same supporting documents as continuing programs. Schools that will not be reviewed competitively will receive a different application. The competitive application will be judged on the student performance data and school processes that demonstrate the strength of the school's M&M program.

As part of the completed 2000-2001 application, schools must attach the following appendices at the end of the application (following page 33): Appendix A, thirty-five or more Student Success Team Summaries with their follow-up meeting minutes; Appendix B, School Site Council Minutes; and Appendix C, Evidence of School-Based Coordination of Services. Appendix D, CDPN Conference Model Program Submission, is optional.

The 2001-2002 M&M grant for each school will be \$50,000, reduced by the amount of unexpended grant funds reported by the school to the California Department of Education on the 2000-2001 Expenditure Report. **Applications must be received no later than 5:00 p.m. at the Educational Options Office in Sacramento. No application will be accepted after the May 15, 2001 deadline.** Mail or return the application to:

Marco Orlando, Consultant  
California Department of Education  
Educational Options Office  
660 J Street, Suite 400  
Sacramento, CA 95814

Should you need additional assistance or have further questions, please call Marco Orlando at (916) 323-2212 or Margarita Garcia at (916) 323-5029.

Attachments  
SMB: mjo  
c: District Superintendents

## **INSTRUCTIONS FOR COMPLETING THE 2001-2002 COMPETITIVE MOTIVATION AND MAINTENANCE APPLICATION**

*(Do not include this page with your application)*

1. Submit the application in a two-inch, three ring binder. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page number of additional pages requested. **Once submitted, this application becomes the property of the California Department of Education; they will not be returned. Schools should keep a copy at their sites.**
2. Limit the application to 8½" x 11" pages with a one-inch margin. For narrative pages, please use double-spaced or 1½ spaced lines and an 11 or 12-point font that does not exceed six lines per inch. Pages must be clearly numbered. Deductions will be made for applications that are incorrectly sequenced, are difficult to read, lack signatures or required items, or have incorrect signatures.
3. There are gaps in the pages in the application to allow applicants to insert narrative descriptions of the section content requested. Please number your narrative insertions in the sequence requested and clearly identify the section corresponding to the page number(s) provided in the application.
4. Submit components of the application in the following order:

### **SECTION I: FORMS**

- Page 1: Your school's cover page with the name of the school district and school  
Attach a stamped, self-addressed post card
- Page 2: School Board Plan Approval and Assurance Statement
- Page 3: School Site Council Assurance Statement
- Page 4: Proposed Program Budget
- Page 5: Personnel List
- Page 6: Expenditure Reports *(Do not submit this report to the California Department of Education until July 31, 2001)*

### **SECTION II: 2000-2001 END-OF-THE-YEAR REPORT**

- Page 7: Program information
- Page 8: Attendance, student attitude, and outreach consultant information
- Pages 9-10: Narratives explaining attendance and student attitude programs at the school

### **SECTION III: COORDINATION AND INTEGRATION OF SERVICES**

- Page 11: Explanation of coordination and integration of services and categorically funded personnel
- Pages 12-13: Narrative explaining how state funds and/or services are coordinated at the school site

### **SECTION IV: RESILIENCY FACTORS AND STUDENT ASSETS**

- Pages 14-16: Description of the resiliency factors and student assets
- Pages 17-19: Narrative describing school programs and services that foster student resiliency and assets

## **SECTION V: STUDENT SUCCESS TEAMS**

Page 20: Explanation of student success team and student learning levels

Pages 21-22: Narrative describing the student success team process at the school

## **SECTION VI: STUDENT LEARNING LEVELS**

Page 23: 2000-2001 Standards-Based School Achievement Summary

Page 24: 2000 Academic Performance Index (API) School Report Form

Pages 25-27: Narrative describing student learning levels at the school

## **SECTION VII: SCHOOL SITE COUNCIL**

Page 28: Explanations of student learning section, school site council, and quality innovative programs

Page 29: Narrative providing a reflection and analysis of the role of the school site council

## **SECTION VIII: QUALITY INNOVATIVE AND PARENT PROGRAMS**

Page 30: Narrative describing quality innovative programs and/or services at the school

Page 31: Narrative describing quality parent programs and/or services at the school

## **SECTION IX: SCHOOL GOALS**

Page 32: Explanation of school goals

Page 33: Narrative describing the site's school-wide goals for the 2000-2001 school year

## **SECTION X: APPENDICES**

*Appendix A:* Student Success Team (SST) Summaries in chronological order with the follow-up documentation directly attached to those summaries. Please number each initial SST summary sheet and follow-up meeting on the top right corner of the document. For example, the first SST summary sheet and follow-up meeting would be identified as number 1. **To maintain confidentiality, you must black-out the last name of the student and parent on all SST forms.**

*Appendix B:* School Site Council (SSC) Minutes. Indicate on the SSC Assurance Page (page 3) whether a member is a student or parent by circling the appropriate designation. A point will be deducted if reviewers are unable to determine the correct membership of the SSC.

*Appendix C:* Evidence of school-based coordination of services, including agendas, minutes, student assignments, memoranda of understanding with outside agencies, etc. This material, a minimum of five meetings, (no page limit) should include evidence that student and family needs are the major topic of these meetings. **Student and families' last names must be blacked-out on these documents.**

*Appendix D:* California Dropout Prevention Conference Model Program Concurrent Session submission (optional), including student performance evidence that the program has been effective.

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2001-2002 Competitive Application Assurance Checklist**

**(Do not include this page with your application.)**

All applicants must submit the following items as part of their **2001-2002** Motivation and Maintenance program application to the Educational Options Office no later than 5:00 p.m. Monday, May 15, 2001. **Late applications, competitive or non-competitive, will not be considered for funding.** Applications that do not follow instructions may have points deducted from their holistic score. **Please retain a copy of the application at your school.**

**End of the Year Report.** Submit the application and End-of-the-Year Report forms, including narratives, in the sequence identified in the instructions. Although you must respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed in the instructions.

**SB 65 Assurances.** Complete the Assurance forms provided in this application. Submit copies of all Student Success Team (SST) summaries and their follow-up meeting documentation after page 33 as Appendix A of this application. Place each follow-up form immediately behind its corresponding initial SST summary sheet in chronological order. The school board must review, approve, and sign the School Board Plan Approval and Assurance Statement. Attach a signed copy of the board approval to each application submitted by your district. This form may be submitted after the deadline date with the prior approval of the Educational Options Office.

**School Site Council Composition.** The School Site Council (SSC) must review and approve the **2001-2002** Pupil Motivation and Maintenance application. The composition of the SSC is a compliance item. The SSC must be constituted exactly as required by law. Programs with improperly composed SSCs will have a point deducted from their application's holistic score. *If you are uncertain of the correct composition of your School Site Council, contact Marco Orlando at the Educational Options Office for assistance.*

**Proposed Budget for FY 2001-2002.** Use the attached form to report the budget for the 2001-2002 year. The school must report unexpended M&M grant funds from 2000-2001 to the California Department of Education in the column indicated. The budget must be approved by the School Site Council and that approval must be recorded in the SSC minutes and signed by its chairperson.

**Personnel List.** Use this form to report changes of personnel at your school. Include telephone, fax number, e-mail, and address changes.

**Expenditure Report.** *Schools may submit the final expenditure form **after** the May 15, 2001 due date for the M&M application.* Each school must submit the expenditure form (CDE-101-A) provided in this application to report 2000-2001 program expenditures *no later than **July 31, 2001.*** Be sure to identify the unexpended amount from 1999-00 carryover and 2000-2001 expenditures in the columns indicated. The amount reported as unexpended on line 12 of the 2000-2001 column should be the same as the amount reported on the proposed budget form. Clearly indicate both the amount of the indirect cost and the indirect rate used by the school district. Grant letters for **2001-2002** year cannot be sent to your school district until this form has been submitted to the Educational Options Office. *If you have questions regarding your expenditure report, contact Margarita Garcia at (916) 323-5029 for assistance.*

## SCHOOL BOARD PLAN APPROVAL AND ASSURANCE STATEMENT

### For District Motivation and Maintenance Programs

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the SB 65 School-Based Pupil Motivation and Maintenance (M&M) Program Plan of the school(s) listed below. With these signed assurances the school district accepts liability for the return of funds used for purposes other than those identified in this application.

\_\_\_\_\_  
Name of School District

\_\_\_\_\_  
Name and Title of School Board President/Designee

\_\_\_\_\_  
Signature of School Board President/Designee

\_\_\_\_\_  
Date of Action

List of approved SB 65 School-Based Pupil Motivation and Maintenance school application(s) for your district for 2001-2002.

Name of School	School Address	Grade Level(s)

**The deadline for the submission of this application to the California Department of Education is 5:00 p.m. on May 15, 2001. No applications received after this time will be eligible for consideration.**

**SCHOOL SITE COUNCIL ASSURANCE STATEMENT 2001-2002**

School	Date
District	CDS Code <small>Assigned number in California Public School Directory</small>
School Principal	Telephone (     )

**Composition of the School Site Council**

Every School-Based Coordinated program must have a School Site Council (SSC) composed equally of school staff and parents/students. All members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school. (Reference: *School-Based Programs, Coordinated Compliance Monitoring Review Manual*.)

The minimum number of SSC members for an elementary school is **ten**; for a middle or high school it is **twelve**.

Type or print the full name and current position each individual held in the 2000-2001 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/ Student (Circle One)
Teacher	Parent/ Student (Circle One)
Other	Parent/ Student (Circle One)

*We, the above, attest that we have reviewed and approved the SB 65 school plan, budget and role description of the outreach consultant position by a majority vote. We were the duly elected School Site Council for the SB 65 School-Based Pupil M&M Program Plan at our school.*

Printed Name of the SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of SSC Chairperson	Date

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2001-2002 Proposed Budget**

Complete one report for each school.

\_\_\_\_\_  
Name of School

CLASSIFICATION	2001-2002 Grant	2000-01 * Carryover
1000 Certificated Outreach Consultant (ORC) Salary		
2000 Classified Outreach Consultant Salary		
3000 Employee Benefits		
Personal Services Contract for the Outreach Consultant		
4000 Books and Supplies for the personal library of the Outreach Consultant (cannot exceed \$1,000)		
5000 Services and Other Operating Expenditures ORC staff development/conferences ORC mileage (job-related)		
Indirect Cost District Indirect Rate _____ %		
<b>Total Grant</b>		

*Total of the two columns should be \$50,000*

Pupil Motivation and Maintenance funds shall not be used for capitol outlay.

\*Refers to unexpended grant funds reported on the 2000-2001 Expenditure Report Form CDE-101-A.

Printed or typed name of the SSC Chairperson	Parent/Staff Position
Signature of 2000-2001 SSC Chairperson	Date

**2001-2002 Personnel List**  
**SB 65 School Based Pupil Motivation and Maintenance Program**

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**Name of School District**


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**Name of Superintendent**


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District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	

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**Name of District Business Manager/Grants Officer**


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 Title
 

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District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	

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**Name SB 65 District Coordinator**


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 Title
 

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Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	

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 E-mail address
 

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<b>Name of School</b>	<b>CDS Code</b>
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 Name of School Principal
 

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School Address	City	Zip
School Telephone ( <i>include area code</i> )	Fax #	

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 Name of Outreach Consultant
 

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Outreach Consultant Telephone ( <i>include area code</i> )	Fax #
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 E-mail address
 

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☐

Check this box if the school did not receive SB 65 funding during 2000-2001.

☐

Check this box if the principal is new to the school.

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Check this box if this school is part of a K-12 Cluster application at a district not previously receiving SB 65 funding.



**EXPENDITURE REPORT FOR FISCAL YEAR 2000-2001****District Name:**\_\_\_\_\_ **School Name:**\_\_\_\_\_Program: *SB 65 Pupil Motivation and Maintenance Outreach Consultant Grant****DUE JULY 31, 2001***

Objects of Expenditure: (Enter Dollar Amounts Only)			
Account No.	Classification	2000-2001	1999-2000 Carryover
	<b><i>Certificated Personnel Salaries (Outreach Consultant only)</i></b>		
1900	Other Certificated Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Classified Personnel Salaries (Outreach Consultant only)</i></b>		
2900	Other Classified Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Employee Benefits (Outreach Consultant only)</i></b>		
3100	State Teachers' Retirement System	\$	\$
3200	Public Employees Retirement System	\$	\$
3300	Old Age, Survivors Disability, and Health Insurance	\$	\$
3400	Health and Welfare	\$	\$
3500	Unemployment Insurance	\$	\$
3600	Workers' Compensation Insurance	\$	\$
	FICA	\$	\$
	Other (please specify)	\$	\$
	Books and Supplies		
	<b><i>Personal Library of the Outreach Consultant)</i></b>		
4200	Other Books	\$	\$
4500	Other Supplies	\$	\$
	<b><i>Services and Other Operating Expenditures</i></b>		
5100	Contracts for Personal Services of Consultants	\$	\$
5200	Travel and Conference (not to exceed \$1000)	\$	\$
5300	Dues and Memberships	\$	\$
5800	Services and Operating Expenditures (specify)	\$	\$
	Mileage (intra-district travel)	\$	\$
	<b><i>Indirect Costs</i></b> Indicate District Rate _____% (As reported on the J-380 Program Cost Allocation Form)	\$	\$
	<b>TOTAL EXPENDITURES</b>	\$	\$
	<b>2000-2001 GRANT AWARD</b>	\$	\$
	<b>AMOUNT UNEXPENDED</b>	\$	\$

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the Education Code, notwithstanding the schedule set forth in Section 54723 of the Education Code.

\_\_\_\_\_  
Name and Position of person completing this report

( )  
\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## ***Pupil Motivation and Maintenance Program 2000-2001 End-of-Year Report***

County	CDS Code
District	District Contact
School	School Principal
School Address	Outreach Consultant
City                                  State                                  Zip	Telephone (    )                                  Fax (    )

*Education Code* Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Pupil Motivation and Maintenance (M&M) Program. This reporting form is part of the review and funding process for schools that are competing for funding in the **2000-01** program year. Competitive schools are required to complete this report and submit a written narrative about their 2000-01 progress in dropout prevention activities. Please complete and return this form to CDE by **May 15, 2001**

**Data Collection:** Following the recommendations of the 1994 Improving American Schools Act (IASA), the M&M program asks schools to collect and report learning data from their multi-funded student populations (e.g., Title I, Special Education, Bilingual LEP students). This year the reporting form will be identical to the Consolidated Application Form II. This information is required by CDE Coordinated Compliance Reviews and Title I Schoolwide Program Applications. **This application will become the property of the California Department of Education. Please retain a copy at your school site after submission to assist with future state evaluations.**

### SECTION II: PROGRAM INFORMATION

**A. Enrollment:** Enter the total number of students enrolled at your school during each year and indicate the type of school:

	1999-00		2000-01		Year-Round School		Traditional
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**B. Ethnicity:** Enter the **percentages** for each group represented in your school population:

	%	African American		%	Hispanic
	%	Asian/Pacific Islander		%	Native American
	%	White (not Hispanic)		%	Alaskan Native

**ATTENDANCE**

Enter the actual in-seat attendance percentage figure routinely reported to your district for the month, averaged for the total school year for the last three school years:

1998-99 \_\_\_\_\_ 1999-00 \_\_\_\_\_ 2000-01 \_\_\_\_\_

On a separate page (**page 9**) please report in narrative form:

1. What student attendance outcome or result did the school plan in 2000-2001?
2. Did the school witness those attendance outcomes? Identify the remedies planned.
3. Explain how parents, mentors, and others were used to help with attendance support.

**ATTITUDE (STUDENT BEHAVIOR)**

Please provide the cumulative number of days of suspensions and expulsions the school assigned for the last three years. Compute the average number for suspensions and expulsions for the first two years and compare it with 2000-01. The plus sign (+) indicates an increase, the minus sign (-) a decrease.

	Days In-School Suspensions			Days Regular Suspensions			Average Days Suspension for 1998-99 & 1999-00		
1998-99							Suspensions in 2000-01		
1999-00							Actual Increase/Decrease		
2000-01							Average Expulsions for 1998-99 & 1999-00		
Students Expelled							Expulsions in 2000-01		
1998-99		1999-00		2000-01		Actual Increase/Decrease			

On a separate page (**page 10**) please report in narrative form:

1. Summarize the positive efforts made to reduce student conflict and increase school safety.
2. Did the school set quantitative goals for student behavior or safety goals? What were they?
3. Explain how parents, mentors, and other staff were used to help with behavior support.

**TRANSIENCY**

Record the number of students who entered or exited school without completing the full year in 1998-99, 1999-00, and 2000-01 (**through April 15, 2001**). Use a consistent measure aligned to your school calendar.

1998-99 \_\_\_\_\_ 1999-00 \_\_\_\_\_ 2000-01 \_\_\_\_\_

**OUTREACH CONSULTANT(ORC) INFORMATION (✓)**

Male \_\_\_\_\_ Female \_\_\_\_\_ One Person \_\_\_\_\_ Two Persons \_\_\_\_\_

Years in ORC Position at current school \_\_\_\_\_ ORC Salary & Benefits \_\_\_\_\_

High School Diploma		M.A./M.S./M.S.W.		Classified	
A.A. Degree		Ph.D./Ed.D.		Credentialed	
B.A./B.S. Degree		DPS Certificated		Contract Person	

Principal has been at the school for \_\_\_\_\_ years and has attended \_\_\_\_\_ SB 65 conferences.

ORC has had formal DPS training **yes** \_\_\_\_\_ **no** \_\_\_\_\_ and has attended \_\_\_\_\_ SB 65 conferences.

**SECTION III: COORDINATION AND INTEGRATION OF SERVICES**

All M&M schools are School-Based Coordinated Program Schools and are expected to coordinate and integrate state funds and/or services to meet student needs and support the M&M efforts at the school. Federal funds may be coordinated only by Title I Schoolwide Project Schools.

1. List **all** the categorical funds available at your school and the dollars allocated.

<b>Categorical Program</b>	<b>1999-00 Funding</b>	<b>2000-01 Funding</b>
SB 65 Motivation and Maintenance		
Title I (Federal)		

2. M&M Schools are asked to coordinate and integrate services and resources provided by state categorical funds (e.g., School Improvement, Bilingual funds) to meet student and family needs. The M&M program requires that this be done in regular, formal meetings (e.g., a “coordinating service council” or team) made up of state-funded and (if your school is a “Title I Schoolwide Improvement Project”) federally-funded personnel. List the names of the members of your school’s coordination team, their positions, and the categorical program that funds them on the spaces provided below. Add additional team members on a second copy of this page, numbered 11a. **Coordinating Team includes:**

<b>Name</b>	<b>Position</b>	<b>Program</b>

3. Use a maximum of two pages, double-spaced (**pages 12 & 13**) to explain the operation of your formal coordination of service meetings in a narrative fashion. Include the scheduled time and frequency of meetings. This narrative and the evidence required should show that the examination of individual students is the major topic of these meetings. Explain how the school integrates its categorical programs to provide student services and report any positive consequences and the measurable results that are attributable to this integration of programs and services. To provide evidence of these meetings, please include the verification documentation of a **minimum of 5 meetings** (no page limit) at the end of this application (List as Appendix C) such as minutes, agendas, sign-ins, etc., for the program integration and coordination-of-service meetings .

## SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT

The following resiliency strategies, developmental assets and services are critical character builders for students in at-risk circumstances. In a three-page narrative describe any programs and services at your school that support the assets and strategies listed below. Document any student attendance, attitude, or academic improvement you have noticed by recognizing student assets or programs that develop assets among students employing these strategies. Emphasize any quantitative student performance improvement results. Cite the pertinent asset development strategies in parenthesis after describing each program and or service. For example, after describing a parenting class add “*reference factors 1, 2*”; or, following a description of a student award program, add “*reference factor 1*”. Use a maximum of three double-spaced pages to describe resiliency and asset development programs and services at your school (pages 17, 18, and 19).

### 1. Pro-Social Bonding

- a. Bonds of connectedness are increased between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Staff see themselves as nurturers and work to build positive relationships with students.
- c. Many before, after, and in-school activities are available to students.
- d. The work day is structured to promote meaningful interactions among staff.
- e. The school creates positive bonds with families.
- f. The physical environment of the school is warm, positive, and inviting.

### 2. Teaching “Life Skills”

- a. The staff teaches refusal skills, assertiveness, healthy conflict resolution, decision making, stress management, how to make friends, and how to find and interview for a job. The qualities of a good employee are consistently taught to students in a format that emphasizes role playing and relevance to “real life” situations.
- b. Cooperative learning, i.e., learning focusing on both social skills and academic outcomes, is effectively utilized.
- c. Cooperation between staff is emphasized and encouraged. The staff supports the need for continuous skills development related to effective organizational functioning and effective teaching.
- d. The school offers staff development opportunities on effective organizational change. Participation is encouraged, based on self-identified needs for skill development.

### 3. Clear, Consistent Boundaries

- a. A clear, firm policy, addressing student behaviors is in place and is consistently enforced.
- b. The intervention process for students (Student Success Team) is effective.
- c. Boundaries/expectations for school staff are clearly communicated and consistently enforced (e.g., school policies, organizational rules, parent support for family meetings, and family rules). The school fosters a continuous discussion of norms, rules, goals and expectations for staff and students.
- d. Staff model behavioral expectations developed for students and themselves.
- e. The school offers staff development on policy and procedural issues and effective classroom management.

## **SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (Cont.)**

### **4. Caring and Support**

- a. Many types of incentives, recognitions, and rewards are in place for students.
- b. Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to increase caring and support for students.
- c. Many types of incentives, recognition, and rewards are in place for staff.
- d. The reward system for staff includes recognition for individual risk-taking and achievement. The school has a climate of kindness and encouragement.
- e. Resources needed by students and staff are secured and distributed fairly at the school.
- f. The school ensures that all children have some caring and support by providing school programs such as mentorships, after-school care, and community volunteers that can provide unconditional caring, listening, encouragement, and support.
- g. The school organizes programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

### **5. High Expectations**

- a. Staff communicate the belief that all students can succeed clearly and frequently, providing all children with high expectations for success.
- b. Policy and practice assure that little or no labeling (formal or informal) or tracking of students takes place.
- c. Staff communicate the belief that all staff can succeed clearly and frequently.
- d. The school encourages increased understanding of each staff member's contribution and supports job sharing, teaming and other cooperative ventures.
- e. The school provides growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. An attitude of "can do" about students permeates the school and its staff.

### **6. Opportunities for Meaningful Participation**

- a. Student programs which emphasize service to other students, school, and the community are in place.
- b. Students and staff are meaningfully involved in making decisions about the school including decisions about governance and school policy.
- c. Staff roles are defined to include organization-wide responsibilities.
- d. All members of the school community (students, parents, staff) are viewed as resources rather than as problems, objects, or clients.
- e. The school climate emphasizes and rewards probing assumptions, doing what really matters, and risk-taking.
- f. Each student should be involved in some positive school program, such as cross-age tutoring or support groups, clubs, or organizations.
- g. The school fosters Service Learning and/or Community Service.

**SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (cont.)**

Research studies have determined that the following assets are strong indicators of healthy and resilient students. Students who have developmental assets in their lives have been shown to perform better at school and to be more resistant to drugs, alcohol, violent behavior, and premature sexual experimentation. Schools that institutionalize strategies that foster these assets and other resiliency factors have the greatest chance of impacting the lives of students at high risk of failure. The effectiveness of those resiliency factors can best be shown by student performance indicators. Review the list below and determine how the school is supporting, strengthening, or initiating any of the following assets<sup>1</sup>

**External Assets***Support*

1. Family support
2. Positive family communication
3. Other Adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling
7. Community values
8. Youth as resources
9. Service to others
10. Safety

*Boundaries and Expectations*

11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

**Internal Assets***Commitment to Learning*

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for Pleasure
26. Caring

*Positive Values*

27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

*Social Competencies*

32. Planning and decision-making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

*Positive Identity*

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

<sup>1</sup> For further explanation of the *Forty Developmental Assets* you may contact **Search Institute**, 700 S. Third Street, Suite 210, Minneapolis, MN 55415 (800) 888-7828; web site <[www.search-institute.org](http://www.search-institute.org)>

## SECTION V: STUDENT SUCCESS TEAMS

Submit as Appendix A at least 35 Student Success Team summaries including all follow-up meeting forms filed immediately behind their respective initial meetings. You may submit summaries from **April through June of 2000** that were **not** submitted previously with last year's application. Provide responses to these questions using a maximum of two pages, double-spaced (**pages 21-22**).

1. Describe your Student Success Team (SST) process (one paragraph). Share your concerns about the SST process at your school (one paragraph). Explain your quantitative goals (e.g., percentage or numerical improvement in attendance, grade improvement, reduction of discipline referrals, etc. for increasing the number and quality of SSTs at your school.
2. In reviewing the students' SST summaries and then checking the respective follow-ups, report the positive results, student outcomes, and improvement areas that occurred. An example is: "Out of 16 students referred for attendance concerns, 13 improved at least one grade level in four subjects, and 10 missed less than 2 days a month."

## SECTION VI: STUDENT LEARNING LEVELS

The ultimate evidence of an improving school is student performance. An independent evaluator has been chosen to determine the effectiveness of M&M schools. This year's M&M application will provide the evaluator with all necessary information, including student performance data, including the school's Academic Performance Index (API) information, and performance data for multifunded student populations on the Standards-Based School Achievement (SBSA form). Schools obtain this test data from their district offices. In addition to the state mandated exam (Stanford 9), schools should include "multiple measures" of determining students performing at grade level using district-selected standards-based assessments, and other classroom indicators as a part of this narrative. To make reporting data uniform among all SB 65 programs, schools will continue to submit the SBSA Summary form (**page 23**) for multifunded students using the Stanford 9 results. All SB 65 M&M schools will also complete the Academic Performance Index School Report (**page 24**).

In addition to submitting these forms, respond in a narrative to the following questions (maximum 3 pages listed as **Pages 25-27**):

1. What quantitative learning goals did the school set for the 2000-01 school year? What multiple measures did the school use to review the progress of Special Education, Title I, Bilingual and other special multifunded school populations? Describe the school's success or lack of success. Report your API results as Appendix D using quantitative data and be as specific as possible, comparing the progress of multifunded students with that of the school as a whole.
2. Using the SBSA and API forms and state or district standards as norms, compare scores of all multifunded groups at one grade level with the scores of all students in the same grade level, showing the percentage of multifunded students scoring at or above grade level. Describe the process your school used to analyze the scores and list any improvements made to the academic program that resulted from an examination of student learning findings. Describe specific examples showing how this process has led to improved scores. Complete the API school report form using published information.



## 2000-2001 M&M Standards-Based School Achievement Summary

School		District				CDS Code <div style="text-align: center;">             _ _ - _ _ _ - _ _ _ _ _           </div>		
Years Represented:		Reading/Language Arts				Mathematics		h. Average Percent
		Meeting or Exceeding Grade Level/Subject Matter Standards		Meeting or Exceeding Grade Level/Subject Matter Standards				
All Students at the school	a. Enrollment	b. Number Evaluated	c. Number	d. Percent	e. Number Evaluated	f. Number	d. Percent	
Specially Funded Students	Total Served							
Title I/SCE								
Migrant Education								
English Learners								
Redesignated EL (R-Fep)								
EL - Language Arts & Math								
EL- English Language Development (ELD)								
Special Education								
Group 1								
Group 2								
Gifted and Talented								

# 2000-2001 Pupil Motivation and Maintenance Application

## 2000-2001 Academic Performance Index (API) School Report

School Name ( <i>print</i> )	Grade Level	District	County	CDS Code	
2000 Number Tested		Number of pupils with tests contributing to the API.			
2000 Percent Tested		This percent is calculated by dividing the number of students tested by enrollment in the grades tested as indicated on the October, 1999 CBEDS School Information Form.			
2000 API		The API scale is 200-1000. Only scores for students enrolled in the district the prior year are included in the calculation.			
2000 Statewide Rank		Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.			
2000 Similar Schools Rank		Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.			
1999-2000 Growth Target		The growth is calculated by subtracting the school's 1999 API (Base) from its 2000 API (Growth).			
1999-2000 Growth		Indicates growth target met or unmet.			
2000-2001 Growth Target		The growth target is 5% of the difference between the 2000 API and the Statewide Performance Target of 800.			
2000 API Target		This is the sum of the 2000 API plus the 2000-2001 growth target.			
<b>SUBGROUPS Ethnic/Racial</b>	<b>Number Tested In 2000</b>	<b>Numerically Significant 1</b>	<b>2000 API 2</b>	<b>2000-2001 Growth Target 2</b>	<b>2001 API Target 2</b>
African American not Hispanic					
American Indian or Alaska Native					
Asian					
Hispanic or Latino					
Pacific Islander					
White not Hispanic					
Socioeconomically Disadvantaged 3					
<p>1 Ethnic/racial and socioeconomically disadvantaged subgroups are considered numerically significant if the group: 1 contains at least 100 students tested, OR 2 comprise at least 15% of the school population tested, and at least 30 students with valid scores.</p> <p>2 The 2000 API and targets are reported only for numerically significant subgroups. In most cases, 2000-2001 comparable improvement Growth Targets are 80% of the 2000-2001 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the <i>Explanatory Notes</i> found at <a href="http://data1.cde.ca.gov/dataquest">http://data1.cde.ca.gov/dataquest</a>.</p> <p>3 Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated from high school.</p>					

## SECTION VI: STUDENT LEARNING LEVELS

### 3. (Optional Multiyear Comparison Response for Model Program Consideration)

Compare the performance of one multifunded group's scores with the previous year's scores for the same group. For instance, report the 1999-00 fifth grade English Language Learner's reading scores with that group's fourth grade reading scores from 1998-99. If possible, you may report this group's information from the previous year, e.g., 1997-98. Explain the results on your narrative pages in any form that you find most helpful (e.g., graphs, lists, quantitatively supported narratives).

4. Base your findings on multiple measures and student performance indicators including analyses of portfolios, supported by running records and other authentic assessments. Limit your response to no more than three pages, double-spaced (**pages 25-27**).
5. The information should be presented in a manner to ensure the reader can clearly identify the following information in your report:
  - a. the percentage of the multifunded student populations served (e.g., Title I, ELL Special Education) and the proportion of those populations represented in the sample reported (e.g., 35 Special Education students comprises 60 percent of the school's Special Education students);
  - b. grade level(s) and multifunded group that you are examining (e.g., 1997-98 third grade ELL, 1998-99 fourth grade ELL) ;
  - c. include an explanation of the school's **Academic Performance Index (API)** School Report form as part of the Learning Findings narrative (**pages 25-27**)
  - d. the name(s) of the test(s) or assessment method(s) used (e.g., SAT 9, SABE, Gates-McGinitie, portfolios, Running Record, etc.) and scores or other results obtained; and
  - e. what conclusions about future changes to the learning program, if any, the school drew from the reviewing the number of students achieving below grade level standards.

## SECTION VII: SCHOOL SITE COUNCIL

Write a narrative analysis about the role the School Site Council played at your school in 2000-2001. Use one page, double-spaced (**page 29**) for this narrative. Also submit all School Site Council **minutes** (not agendas) including a minimum of four meetings as Appendix B at the end of this application.

## SECTION VIII: QUALITY INNOVATIVE AND PARENT PROGRAMS

1. In this section please describe in a one-paged double-spaced narrative (**page 30**) any innovative programs or services not already mentioned in other parts of this application that have facilitated improvement in student attendance, attitude, and achievement. You may include student populations that your school is currently serving that are not specifically mentioned in the *M&M Guidelines*, e.g., abused children, pregnant and parenting teens, physically-challenged students, etc. Cite specific examples and quantify any evidence of student success. Use specific quantitative student performance data or an anecdotal example to demonstrate the strength of the programs you describe.
2. Give specific examples of programs or services that address the needs of parents at your school and provide evidence of the extent to which parents participate and benefit from these programs. Use specific quantitative data or an anecdotal example to demonstrate the strength of the programs you describe. Write a one-page, double-spaced narrative (**page 31**) for this section about parent services.

## **SECTION IX: SCHOOL GOALS**

In the 2000-2001 M&M application each school identified and submitted a schoolwide goal. Please report the progress your school made on this goal. As a result of this review of your school's performance in 2000-2001 school year, identify a **different** schoolwide goal for the next school year, 2001-02. The new goal should focus on one or more of the following: student attendance, student attitude, and/or student achievement. Please indicate how this goal will be measured and how its attainment will be recognized and celebrated by parents, staff, and students. Write a one-page, double-spaced narrative (**page 33**).

## **SECTION X: APPENDICES**

After **page 33** add the following Appendices. Please label each section clearly.

Appendix A: 35 Student Study Team Summaries with Follow-up Documentation

Appendix B: School Site Council meetings Minutes with Member Signatures (at least 4 or more)

Appendix C: Evidence of School-Based Coordination of Services (at least 5 meetings)

Appendix D: CDPN Conference Model Program Submission (optional)

***California Dropout Prevention Conference  
October 18-21, 2001  
Model Program Concurrent Session Proposal (Optional)***

**The Educational Options Office showcases Model Programs at the annual Dropout Prevention Conference as the Model Program Repository.** If you have a successful program you wish included in this repository, please complete the following questions:

1. Program Title:
  
2. Program Subject Area (e.g. gang reduction, resiliency, etc.):
  
3. Is your program or strategy “transportable,” i.e., is it workable at other schools? If so, please share a written description of it for the M&M Model Program Repository. Use other page(s) to describe the program in Appendix D at the end of this application.
  
4. Describe the measurable evidence you have of the success of this program or strategy.
  
5. Program Manager/Contact Person

Address _____	Phone (     ) _____
City/State/Zip _____	FAX (     ) _____

Include a stamped, self-addressed postcard attached to the cover page of each application. The returned postcard will be date-stamped and returned to your school as notification that the California Department of Education has received your application by May 15, 2001, the deadline date. This application becomes the property of the California Department of Education and will not be returned. Please retain a copy at the school and mail the original application to:

**Marco Orlando, Consultant  
California Department of Education  
Educational Options Office  
660 J Street, Suite 400  
Sacramento, CA 95814**